



## Brook Glenn Elementary

2003 East Lee Road  
Taylors, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	451 Students	
<b>Principal</b>	Bernice M. Jackson	864-355-4710
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	Good
2006	Average	Good
2005	Good	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

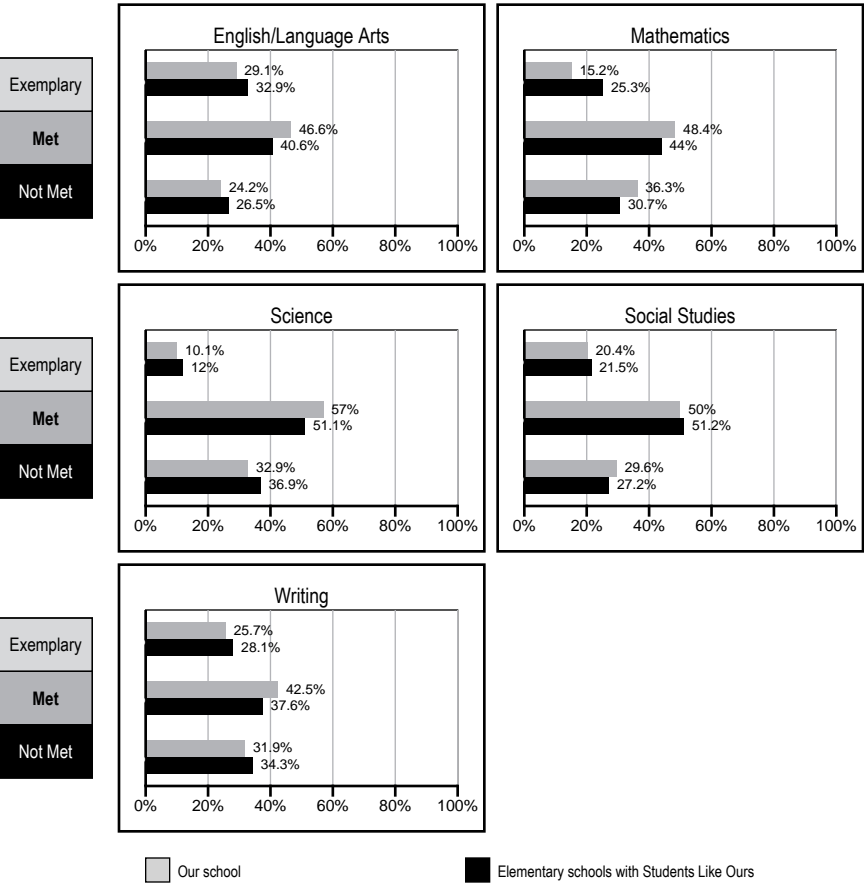
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	11	93	12	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=451)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.1%	Down from 3.6%	2.5%	1.9%
Attendance rate	96.6%	No Change	96.1%	96.3%
Eligible for gifted and talented	10.3%	Down from 10.5%	8.4%	10.0%
With disabilities other than speech	11.6%	Up from 9.7%	9.0%	7.7%
Older than usual for grade	0.8%	Up from 0.5%	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	50.0%	Down from 53.1%	57.7%	59.4%
Continuing contract teachers	81.3%	No Change	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.7%	Down from 85.5%	86.4%	85.9%
Teacher attendance rate	93.2%	Down from 94.9%	95.0%	95.1%
Average teacher salary*	\$46,923	Up 5.0%	\$47,162	\$47,149
Professional development days/teacher	31.0 days	Up from 27.5 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	6.5	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.3 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,353	Up 3.8%	\$7,357	\$7,458
Percent of expenditures for instruction**	64.0%	Down from 66.3%	68.4%	68.8%
Percent of expenditures for teacher salaries**	60.6%	Down from 61.4%	61.2%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Brook Glenn Elementary School, a small community school, provides a positive, safe, and caring community for all learners. We proudly serve a diverse population of 451 students in grades K5 through 5th grade. As a diverse school community of learners, we emphasize tolerance and acceptance of individual differences. A staff of highly qualified teachers is committed to providing our students with educational experiences using best practices in all content areas. Five teachers have earned National Board Certification. Over the years, Brook Glenn has been recognized for its school achievements. Most recently, we received: Palmetto Silver/Gold Showcase School, Safe Schools for Safe Kids, Webmaster Choice Awards, and Alliance, Donor's Choose, and Picture America Art grants. We were disappointed that we did not make AYP after five consecutive years of gaining this honor. To meet the academic and socioeconomic needs of our population, we continue to remain committed to raising the academic challenge and maximizing the performance of each student.

Our curriculum is aligned to SC Curriculum Standards to ensure that our students achieve grade level benchmarks. We have implemented Quality tools, Everyday Math, Focused Learning, and 4-Blocks research-based programs in all grade levels. Students are required to communicate mathematically their approach to problem solving. Brook Glenn provides support to special needs students through self-contained classes, inclusion, and resource services. We expanded our Response to Intervention Program to include K5, first grade, and ESOL students in reading. This year, staff development focused on technology integration to equip teachers with exemplary teaching practices. Classrooms are equipped with internet-accessible computers, Promethean Boards, or Smart Boards; and have access to a computer lab and 2 laptop labs. Students are able to increase their computer literacy skills and create computer-based projects that connect to classroom activities. Compass Learning is used to develop skill building and enrich assignments for students in reading and math and is accessible to students and parents.

Brook Glenn is committed to making a difference in the community and providing opportunities for students to become active citizens in the community. Students participated in Jump Rope for Heart, Pasta 4 Pennies, "Kans for Kids," and the Greenville Humane Society. Student leadership is promoted through Student Council, 4-H Club Grow Healthy Kids Organic Garden Program, School Patrols, School Store, and Wee Deliver. Along with PTA, SIC, and business partners, we strive to ensure that all students achieve. We share many community events: Kiwanis Terrific Kids Program, Thanksgiving, Christmas, and Grandparents meals, Doughnuts for Moms, Pastries for Pops, and Student Appreciation Day. We use the services of volunteers: North Greenville and Upstate universities; Taylors Fire Department Literacy Program; Big Brothers Big Sisters; Eastside High School Student Council; North Hills Community Church SCORE program; and the Greenville Chapter of Links, Inc. after-school Hip-Hop-ercise program to provide additional instructional support. We will continue to provide a top-quality, student-centered educational program.

Bernice M. Jackson, Principal  
Hugh McLean, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	82	41
Percent satisfied with learning environment	83.9%	78.0%	73.2%
Percent satisfied with social and physical environment	87.1%	79.0%	82.9%
Percent satisfied with school-home relations	66.7%	86.4%	72.5%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	236	100	23.8	47.1	29.1	85.2	84	82.8	Yes	Yes
<b>Gender</b>										
Male	109	100	24.8	45.5	29.7	85.1	80.8	79.3	N/A	N/A
Female	127	100	23	48.4	28.7	85.2	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	112	100	21.1	38.5	40.4	86.2	89.5	89.5	Yes	Yes
African American	76	100	23.9	55.2	20.9	85.1	72.7	73.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	35	100	31.4	54.3	14.3	82.9	74.8	76.5	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	34.1	46.3	19.5	80.5	52.5	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	29.7	54.1	16.2	83.8	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	155	100	29.4	49	21.7	81.8	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	236	100	36.3	48.4	15.2	75.3	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	109	100	33.7	54.5	11.9	76.2	79.6	77	N/A	N/A
Female	127	100	38.5	43.4	18	74.6	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	112	100	29.4	46.8	23.9	82.6	87	87.2	Yes	Yes
African American	76	100	46.3	43.3	10.4	67.2	66.3	66.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	35	100	34.3	62.9	2.9	74.3	75.3	76	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	42	100	56.1	36.6	7.3	61	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	36	100	40.5	56.8	2.7	70.3	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	155	100	41.3	49.7	9.1	71.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	159	97.5	31.5	58.2	10.3	68.5	71.3	67.5
Gender								
Male	76	94.7	29.9	58.2	11.9	70.1	70.8	67
Female	83	100	32.9	58.2	8.9	67.1	71.8	68
Racial/Ethnic Group								
White	75	97.3	20.8	59.7	19.4	79.2	79.5	79.5
African American	51	96.1	N/AV	N/AV	N/AV	57.1	53	50.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	26	100	N/AV	N/AV	N/AV	57.7	61.1	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	88.4	71.2
Disability Status								
Disabled	28	100	N/AV	N/AV	N/AV	51.9	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	27	100	35.7	60.7	3.6	64.3	60.4	59.6
Socio-Economic Status								
Subsided meals	107	97.2	36.5	62.5	1	63.5	57.5	55.1

Social Studies								
All Students	161	98.1	28	50.7	21.3	72	75.7	72.3
Gender								
Male	72	97.2	27.3	45.5	27.3	72.7	75.1	71.5
Female	89	98.9	28.6	54.8	16.7	71.4	76.3	73.2
Racial/Ethnic Group								
White	77	98.7	28.4	40.5	31.1	71.6	81.7	80.7
African American	50	98	20.9	65.1	14	79.1	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	25	96	29.2	62.5	8.3	70.8	69	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	29	93.1	26.9	65.4	7.7	73.1	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	24	100	28	60	12	72	69	67.9
Socio-Economic Status								
Subsided meals	104	98.1	27.7	57.4	14.9	72.3	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	239	98.3	30.9	43	26	69.1	72.9	70.2	96.6	96.5
Gender										
Male	109	97.3	42.9	37.8	19.4	57.1	66.4	63.2	96.4	96.4
Female	130	99.2	21.6	47.2	31.2	78.4	79.7	77.5	96.8	96.5
Racial/Ethnic Group										
White	113	98.2	22.2	42.6	35.2	77.8	80.5	79.1	96.3	96.3
African American	76	98.7	34.3	47.8	17.9	65.7	57.1	57.6	96.5	96.5
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.2	97.6
Hispanic	37	97.3	50	33.3	16.7	50	61.3	62.6	97.1	96.9
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	71.8	68.7	96.9	95.2
Disability Status										
Disabled	45	97.8	61.9	33.3	4.8	38.1	28.4	26.1	96.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	38	100	46.2	35.9	17.9	53.8	60.5	61.2	97.5	97.2
Socio-Economic Status										
Subsidized meals	156	98.1	38.5	42	19.6	61.5	58.8	58.9	96.5	95.8

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	67	100	24.6	44.6	30.8	75.4
	4	84	100	29.5	46.2	24.4	70.5
	5	85	100	17.5	50	32.5	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	67	100	47.7	35.4	16.9	52.3
	4	84	100	29.5	50	20.5	70.5
	5	85	100	33.8	57.5	8.8	66.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	33	100	41.9	45.2	12.9	58.1
	4	84	97.6	28.6	62.3	9.1	71.4
	5	42	95.2	28.9	60.5	10.5	71.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	34	94.1	31.3	46.9	21.9	68.8
	4	84	100	25.6	56.4	17.9	74.4
	5	43	97.7	30	42.5	27.5	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	68	100	34.8	33.3	31.8	65.2
	4	85	95.3	31.6	52.6	15.8	68.4
	5	86	100	27.2	42	30.9	72.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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